DOCUMENT RESUME

ED 036 909 24 EA 002 810

TITLE Research and Development Center in Educational Stimulation. Quarterly Progress Report.
INSTITUTION Georgia Univ., Athens. Research and Development Center in Educational Stimulation.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
REPORT NO R-18
BUREAU NO BR-5-0250
PUB DATE 31 Oct 69
CONTRACT OEC-6-10-061
NOTE 10p.

EDRS PRICE EDRS Price MF-$0.25 HC-$0.60
DESCRIPTORS Curriculum, *Early Childhood Education, Educational Improvement, Educational Innovation, Educational Problems, Educational Programs, Evaluation, *Experimental Schools, Feedback, Instructional Materials, *Models, Research and Development Centers, Research Projects, Social Problems, *Student Motivation, *Systems Approach

ABSTRACT

Activities in this quarter centered around the opening of an experimental school in Clayton County, the incorporation of some National Advisory Panel recommendations (as outlined in EA 002 781), the preparation for a USOE site team visit (EA 002 811), and the preparation of the Program Plan and Budget Request. The center's position is based on the conviction that early educational stimulation is a key to the solution of educational and social problems, and that there is a need for complete educational models rather than fragmented research and development projects. The focus of the center's programs is on the experimental Clayton County Early Elementary School, which enrolls 431 students, ages 3 to 8 years. The educational model is the result of knowledge-base development in the center. Once established, the model goes through a series of regenerations as a result of continuing evaluation and feedback. Development depends largely on a systems approach backed by computer technology, with the advantage that a complete model is always available for dissemination. Present program projects call for a second model, involving a disadvantaged population, with work to begin in fiscal year 1971. (DE)

ED036909

Research and Development Center in Educational Stimulation

QUARTERLY REPORT
TO
THE UNITED STATES
OFFICE OF EDUCATION

OCTOBER 31, 1969

EA 002 810

UNIVERSITY OF GEORGIA

ATHENS, GEORGIA

EDO 36909

BR-5-0250
Report 18
PA-24
OE/BR
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QUARTERLY PROGRESS REPORT:

RESEARCH AND DEVELOPMENT CENTER
IN EDUCATIONAL STIMULATION
The University of Georgia
Athens, Georgia

to

THE UNITED STATES OFFICE OF EDUCATION

Report Number 18
August 1, 1969 to October 31, 1969

Center Number 5-0250
Contract Number OE 6-10-061

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ADMINISTRATIVE REVIEW

Activities in this quarter centered around the opening of school at the Clayton County Center, the incorporation of some National Advisory Panel recommendations into our working plans, the preparation for the USOE site team visit, and the preparation of the Program Plan and Budget Request.

The recommendations of the National Advisory Panel are outlined in Appendix I of the Quarterly Report of July 31, 1969. Work was started immediately after the National Advisory Panel meeting to review and implement these recommendations. The redefinition of the Center's mission and objectives was referred to in the July 31 Quarterly Report as follows: "The Georgia Center produces models for early educational stimulation designed to capitalize to an optimum degree on the child's early learning potential." The models were further outlined in the FY70 PPB.

The purpose of the Georgia R&D models is to make an effective attack on the most compelling educational and social problems facing our nation today. The Center's position is based on the conviction that early educational stimulation is a key to the solution of these problems, and that there is a need for complete education models rather than fragmented research and development projects.

In an effort to make the models as coherent and comprehensive as possible, the Georgia Center has been organized around three coordinated programs: Substantive Program (staffed by specialists in seven subject disciplines), Developmental Psychology, and Evaluation. The work of these

three programs is focused on a single program (Model A) in an experimental school in Clayton County (on the southern fringe of Atlanta, Georgia). The Clayton County Early Elementary School (formerly Arnold School) has an enrollment of 431 students ages 3 to 8 years.

The educational model, as first created, is the result of knowledge-base development in the Center. Once established, the model goes through a series of regenerations as a result of continuing evaluation and feed-back. This process of development depends largely on a systems approach backed by computer technology. The system minimizes reliance on the extremely slow research techniques involving experimental and control groups. A major advantage is that there is always available for dissemination a complete model, representing the best the Center has produced at any given date.

Present program projects call for a second model (Model B) involving a disadvantaged population. It is planned that work will begin on Model B in FY71.

R&D Archives and Records

In an effort to assess and record the history of accomplishments of the Center since its inception, work has been started on identification, collection, and categorization of materials. A first draft of a paper entitled Projects and Publications was completed in October, 1969.

Plans were developed to include the ERIC magnetic tapes as another data base in the University of Georgia's Information Science's Collection.

The plans provide for close collaboration between the Information Science group and the Statistical Division of the R&D Center, in order to reformat the ERIC tapes to fit University of Georgia system specifications. A second step will be the development of remote capabilities for retrieving the ERIC information from the IBM 1050 Computer terminal located in the R&D Center.

Clayton County-Related Activities

The opening of school in the Clayton County field center involved extensive planning and implementation of previous plans. The experimental classes had been housed, since 1966, with other elementary classes in the Lillie E. Suder School building at Jonesboro in Clayton County. In September, 1969, the classes of direct concern to the Center were moved to the Arnold School building. Only the experimental classes with which R&D researchers work are housed in the building; the remaining rooms provide offices, etc., for the educational specialists of the Clayton County School System.

The major change in procedure for the Field Center has been the subject-area "counterparts." These "counterparts" are the representatives or opposite numbers to the substantive program coordinators, who are located in the Center at the University. The counterpart teachers have already been selected and contracted with for all seven subject areas.

The organization of classes for the 1969-1970 school year is as follows:

Grade	Age	No. of Children	No. of Classes	No. of Teachers	No. of Aides
Preschool	3	61	4	2	4
Kindergarten	4	75	4	2	4
Kindergarten	5	59	3	1½	3
Grade 1	6	110	6	6	1
Grade 2	7	53	2	2	1
Grade 3	8	45	2	2	1

A research paper giving details of the method of selection of the students is under preparation.

The curriculum materials to be used at Arnold School during the school year 1969-1970 were developed by each project coordinator. An outline of the projected curriculum for use with the various age groups follows:

CURRICULUM MATERIALS FOR USE IN
CLAYTON COUNTY FIELD CENTER

1969-1970

ART

Age Range	
3 to 8 years	An Introductory Sequential Art Curriculum, Parts I and II (Entire Year)

LANGUAGE ARTS

Age Range	
3 years	Written Language: Level A (Forms and Conventions)
	Introductory Exercises in Oral Language: Level A

LANGUAGE ARTS (CONTINUED)

Age Range	
4 years	Written Language: Level B (Reading and Writing Thoughts)
	Introductory Exercises in Oral Language: Level B.
5 years	Written Language: Level C (From Words to Thoughts and Vice Versa)
	Introductory Exercises in Oral Language: Level C
6 years	Written Language: Level D (Composing and Interpreting Written Language)
7 years	Written Language: Level E (Mastering Written Language)
8 years	Written Language: Level F (Reading and Writing Literature)

MATHEMATICS

Age Range	
Preprimary	Matching (7 weeks)
	Counting (8 weeks)
	Patterns (6 weeks)
	Relations (4 weeks)
	Operations (4 weeks)
	Numerations (4 weeks)
Advanced Preprimary	American Book Co., 1st Grade Program (20 weeks)
5-year-olds only	Matching (7 weeks)
	Counting (8 weeks)

MATHEMATICS (CONTINUED)

Age Range	
Primary	Silver Burdett Co., Arithmetic Series (36 weeks)
	Supplementary Mathematics Materials (36 weeks)
	Geometry (10 weeks)
	Shadow Geometry (2 weeks)

PHYSICAL EDUCATION

Age Range	
4 to 5 years	Selected Lessons from Preprimary School Physical Education Through Movement Exploration
6 to 8 years	Selected Lessons from Primary School Physical Education Through Movement Exploration and Health Concepts for Young Children

SCIENCE

Age Range	
3 years	Preprimary Science Program (W. R. Zeitler)
4 years (1 group)	Science--A Process Approach, Part A (Selected Lessons)
(1 group)	Science--A Process Approach, Part A (Selected Lessons)
	Science Curriculum Improvement Study (Selected Lessons from Material Objects)
(1 group)	Science--A Process Approach, Part A (Selected Lessons)
	Elementary Science Study (Selected Lessons for Attribute Games, Light and Shadows, Mirror Cards, and Tangrams)
5 years (1 group)	Science--A Process Approach, Parts A and B (Selected Lessons)

SCIENCE (CONTINUED)

Age Range		
	(1 group)	Science--A Process Approach, Parts A and B (Selected Lessons) Science Curriculum Improvement Study (Selected Lessons from Material Objects)
	(1 group)	Science--A Process Approach, Parts A and B (Selected Lessons) Elementary Science Study (Selected Lessons from Attribute Games, Light and Shadows, Mirror Cards, and Tangrams)
6 years	(1 group)	Science--A Process Approach, Part B (Selected Lessons) Elementary Science Study (Selected Lessons from Attribute Games, Light and Shadows, Mirror Cards, and Tangrams)
7 years		Science--A Process Approach, Part C (Selected Lessons) Elementary Science Study (Selected Lessons from Attribute Games, Mirror Cards, and Tangrams) R&D Units: Plants and Force & Motion
8 years		Science--A Process Approach, Part D (Selected Lessons) Elementary Science Study (Selected Lessons from Attribute Games, Mirror Cards, and Tangrams) R&D Units: Plants and Force & Motion

SOCIAL SCIENCE

Age Range	
3 to 4 years	Socialization Interdependence Continuity and Change Social Control

SOCIAL SCIENCE (CONTINUED)

Age Range	
5 years	Earth as the Home of Man
	A World of Many People
	Our Global Earth
	A Home of Varied Resources
	Man Changes the Earth
6 years	Hopi Family
	Chipewa Family
	Quechua of Peru
	Japanese Family
7 years	Colonial Family of Boston
	Soviet Family of Moscow
	Hausa Family of Northern Nigeria
	Kibbutz Family of Israel
8 years	Rural and Urban Communities in the United States
	Early California Gold Mining Camp
	Manus Community of the Admiralty Islands
	Paris